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ABSTRACT

A project was conducted to identify effective instructional strategies for rural unemployed and employed adults needing adult basic education (ABE) and General Educational Development (GED) instruction. Instructional strategies examined included time of day classes were offered, location of class, instructional setting (classroom/individual), and format (technology/teacher intensive). Surveys were administered to administrators, teachers, tutors, and students participating in existing programs in rural areas and referral agency personnel working in rural areas. The study found that transportation or subsidies and child care provisions should be made to maximize participation. Public buildings are the preferred places for classes or tutorials. Evening classes or tutorials are preferred, but some morning or afternoon classes would be attended, especially by unemployed students. Monday through Thursday are the preferred days for instruction. Classes or tutorials should meet twice per week and last 2.5 to 3 hours. Teachers and referral agency personnel indicated that providing telephone contact with teachers about lessons would improve participation. Teachers, tutors, and referral agency personnel indicated that more combinations of regular classroom instruction and one-to-one tutoring would be best, although the students favor more one-to-one tutoring and videotaped lessons for home use. Computer and correspondence lessons should also be made available to students. (Appendices include the questionnaire and tables summarizing results.) (KC)

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Designing Delivery Systems for Adult Education in Rural Areas

#98-9015
May 1989

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ABSTRACT

Rural adults are faced with many obstacles such as geographic isolation, little or no public transportation, and lack of child care facilities. These and other factors make it difficult for them to participate in adult education programs. Surveys were conducted to determine preferred delivery systems for adult education in rural areas. The surveys were administered to teachers, tutors, and students participating in existing programs in rural areas, and referral agency personnel working in rural areas. Data was analyzed to determine which delivery systems would result in maximum participation in adult education programs.

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CHAPTER ONE

INTRODUCTION

The purpose of this research project, Designing Delivery Systems for Adult Education Programs in Rural Areas, was to identify effective instructional strategies for the following ABE and GED target populations: 1) rural unemployed adults not receiving public assistance, 2) rural unemployed adults receiving public assistance, and 3) rural employed adults. Instructional strategies which were examined include: 1) time of day classes offered, 2) location of class, and 3) instructional setting and format used (i.e. classroom vs. individual tutoring, technology vs. teacher intensive).

According to information provided by the Pennsylvania Rural Coalition, 3.6 million people live in rural areas of Pennsylvania. This gives this state the largest rural population in the country (Martin, 1986). According to U.S. census data on adults age 25 and older, 36.9% of rural adults did not complete high school. In Pennsylvania a minimum of 548,000 people can be classified as functionally illiterate (Askov, 1989).

Rural populations are faced with many obstacles

such as geographic isolation, little or no public transportation, and lack of child care facilities. How do these factors effect the participation of rural students in adult education programs? Would different instructional strategies facilitate more participation of adult students?

OBJECTIVES

The objectives of this research were to 1) identify existing delivery systems, 2) determine delivery systems preferred by students, teachers, and tutors in existing adult education programs, 3) determine the delivery systems which contact persons in referral agencies (JTPA, public assistance, job service, mental health services, and vocational rehabilitation offices) believe would result in increased use of adult education services, 4) determine preferred delivery systems of a) rural unemployed adults receiving public assistance, b) rural unemployed adults not receiving public assistance, and c) rural employed adults, 5) disseminate the findings among persons responsible for planning and implementing adult educational service programs in rural counties and 6) provide a survey instrument and research design which can be replicated

in rural counties in future years.

INTENDED AUDIENCE

The information gathered in this study could be used to help program planners and administrators develop programs with alternative delivery systems which would be conducive to participation of rural students in adult education programs.

DEFINITION OF TERMS

Rural counties: counties with less than 100,000 people and a density of less than 75 people per square mile (Martin, 1986).

Delivery systems: time of day class offered, location of class, and instructional setting and format used.

143 program: Pennsylvania state-funded adult literacy education program.

306 program: federally-funded adult basic education program.

BASIC ASSUMPTION:

1. The groups were all independent.

TIME FRAME

January - review literature on topic
- create survey of administrators of existing programs
- mail surveys to administrators

February - create surveys of students, teachers, students
- mail surveys to participating administrators for dissemination

March - assemble a list of referral agencies in Pennsylvania
- create survey of referral agency personnel
- mail surveys to referral agencies

April - collate and analyze data
- begin preparing final reports

May - complete final reports
- disseminate reports

Project staff - Dr. Celeste Burns Sexauer,
Project Administrator
- Taunya Paul, Research Associate
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Analyst

For information or copies of this 353 project, write to the following:

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CHAPTER TWO

LITERATURE REVIEW

Many studies have been done on rural adult education. Some have addressed reasons for rural adults failure to attend classes. Others have discussed using alternative delivery systems to reach students. Still others have addressed using a variety of delivery systems as a means to reach rural students; others have used technologies as a way to reach students.

A study done by Hrach (1986), concentrated on finding out why rural adults do not attend classes. Among the major reasons were transportation difficulties, child care problems, work conflicts, and time to attend class. According to Askov (1989), other factors such as geographic isolation, low self esteem, and lack of technologies which can deliver programs over distances also are factors to consider when focusing on literacy programs in rural areas.

Many rural programs have tried to overcome these difficulties by using alternate delivery systems as a way of reaching out to isolated learners. These delivery systems include many forms of communications technology. In a study done by Bidwa (1982), home study with open telephone line to a teacher was used. Fogleman (1984) developed self-instructional audio

tapes with accompanying workbooks to meet the needs of rural students. Audio teleconferencing with accompanying workbooks and visuals was used with adult learners in areas of rural Arizona (Rio Salado Community College, 1985).

A variety of delivery systems are incorporated into many programs. Kimmel and Lucas (1984) used newspaper lessons, public television lessons, video-taped lessons, and correspondence lessons to reach many of their rural students. Hone (1984) from Kansas State University, discussed many programs which used one or more of these delivery systems: weekend and evening classes, traveling instructors, peer teachers, correspondence, computer instruction, video tapes, cable television, newspaper lessons, and audio tapes.

In a conference paper presented by Nielsen (1986), radio, correspondence television and mobile units were used for lesson development. Hrach (1986) also incorporated a mobile adult program to serve rural students and help them overcome transportation and other difficulties.

The use of these different approaches represents the efforts of adult educators to reach out to the rural adult learner. They were successful to varying degrees.

This research project determined the delivery

systems being used in Pennsylvania's rural counties. Then it determined the delivery systems that teachers, tutors, students, and referral agency personnel believe would maximize student participation in adult education programs.

CHAPTER THREE

METHODS

SUBJECTS

The subjects were selected from Pennsylvania's 23 rural counties. The counties are Bedford, Bradford, Cameron, Clarion, Clearfield, Clinton, Elk, Forest, Fulton, Green, Huntingdon, Jefferson, Juniata, McKean, Perry, Pike, Potter, Sullivan, Susquehanna, Tioga, Warren, Wayne, and Wyoming.

There are 35 Act 143 or 306 programs which work with students in these counties. Twenty-nine of these 35 programs responded to our initial survey of administrators. Institutional and work place sites were excluded from these 35 because responses from these types of programs could skew our data on certain questions, eg. miles willing to travel, child care needs. This left 23 programs to survey (Appendix A-Map).

Five different groups of people associated with the programs were surveyed.

1 - Subjects for Survey of Administrators of Existing Programs

The subjects were the administrators of the 143 and 306 programs in the 23 rural counties.

2 - Subjects for the Survey of Teachers

The subjects were all the teachers (62) in the identified 23 programs.

3 - Subjects for the Survey of Tutors

The subjects were all of the tutors in each program unless the number of tutors for a program exceeded 10. In the latter cases, a random sampling of 15% of the tutors was used unless 15% was less than 10, in which case 10 tutors were surveyed.

4 - Subject for the Survey of the Students

The subjects were all of the students (1,073 as approximated by administrators) in the 23 programs.

5 - Subjects for the Survey of Referral Agency Personnel

The administrators and or directors (82) of the JTPA agencies, public assistance agencies, job service agencies, mental health agencies, and vocational rehabilitation agencies serving the 23 rural counties of PA were surveyed.

INSTRUMENTS

Information about existing programs was gathered with surveys designed to determine the delivery systems being used and the organization of the

programs -- number of teachers, tutors, and students. Each administrator was sent a cover letter (see appendix B-1) and a survey (see appendix B-2).

From the information received from the first survey, the researcher was able to determine approximately how many teachers, tutors, and students were in the programs. Separate surveys were made for the teachers (see appendix B-3) and tutors (see appendix B-4) concerning the improvements, if any, they thought would result in maximum participation of adult students in these or similar programs. The survey for the students (see appendix B-5) determined which delivery systems and services would make it easier for the students to attend classes. A second cover letter (see appendix B-6) was sent to the administrators of the participating programs along with the surveys for the teachers, tutors, and students, requesting their assistance in distributing the surveys.

A cover letter (see appendix B-7) and survey (see appendix B-8) was sent to the administrators and/or directors of the identified referral agencies. They were asked to identify the delivery systems they thought would result in maximum participation of adult students in adult literacy programs.

PROCEDURE

Information gathered from the surveys was placed on a SAS data set. The files were anonymous -- no names or social security numbers were given to identify participants. Surveys were coded by county.

Means and/or frequencies were obtained for every item on each survey. Responses by the different groups of participants (to similar items in the surveys) will be discussed in the results section.

Surveys were collected through the mail. Seventy-eight percent of the administrators responded to our initial survey of existing programs. (Twenty-two percent of these administrators chose not to participate in the second phase which was to distribute surveys to their teachers, tutors, and students.) Fifty-seven percent of the teachers, 32% of the tutors, 24% of the students, and 65% of the referral agency personnel returned surveys.

ANALYSIS

The data received from the administrators of existing programs was analyzed to determine which delivery systems are currently being used in adult education programs. Percentage of responses were tabulated for each item and will be discussed in the results chapter. The data received from the teachers,

tutors, and referral agency personnel was analyzed to determined their perceptions as to what improvements, if any, would result in maximum participation of adult students in their programs. The data received from the students was analyzed to determine their preferred delivery systems. Comparisons will be made of delivery systems currently in use in adult education programs and delivery systems teachers, tutors, students, and referral agency personnel think would increase participation in these or similar programs.

CHAPTER FOUR

RESULTS

The first four objectives are closely interrelated and will be discussed together in this chapter. The objectives are 1) to identify existing delivery systems, 2) to determine delivery systems preferred by students, teachers, and tutors in existing adult education programs, 3) to determine the delivery systems which contact persons in referral agencies believe would result in increased use of adult education services, and 4) determine preferred delivery systems of a) rural adults receiving public assistance, b) rural unemployed adults not receiving public assistance, and c) rural employed adults. Tables with additional explanatory data are noted.

Demographics.

Seventy-eight percent of the programs responded to our initial survey of administrators. Of this group, 67% participated in disseminating the second group of surveys to their teachers, tutors, and students. Fifty-seven percent of the teachers, 32% of the tutors, and 24% of the students responded to the surveys. Sixty-five percent of the referral agencies responded.

Sixty-one percent of the program administrators

indicated that between one-fourth to one-half of their students were on public assistance; 65% of the administrators indicated that between one-half and three-fourths of their students were employed.

Of the students who responded, 60% were employed, 21.3% were on public assistance. Slightly more than 57% were in GED classes or tutorials, 41.1% were in ABE classes or tutorials, and 1.4% were in ESL classes or tutorials. When divided into the three categories of employed, unemployed not on public assistance, and unemployed on public assistance, more of the students who responded were in GED classes or tutorials in all three groups than any other classes (Appendix C, Table C-1).

When the programs are broken down into 143 and 306 categories, more ABE classes or tutorials are offered. Sixty percent of the 143 classes or tutorials are ABE; 53.8% of the 306 classes or tutorials are ABE. The 306 programs offer more GED classes or tutorials than the 143 program (Appendix C, Table C-2).

Thirty-two percent of the teachers who responded were from a 143 program and 68% were from a 306 program. Of the tutors who replied, 95.8% were from a 143 program and only 4.2% from a 306 program.

Transportation.

According to the program administrators, most of the students, in both the 143 and 306 travel, on the average, from 21 to 40 miles to classes (Appendix C, Table C-4). Fifty percent of the teachers think that the maximum number of miles students would be willing to travel to class is from 11 to 20 miles; however, almost half of the referral agency personnel and over half of the tutors think that the maximum number of miles that students would be willing to travel in from 0 to 10 (Appendix C, Table C-4a). Of the students, 34.5% indicated that more students would participate if classes were closer to home.

Forty percent of the 143 programs provide transportation or subsidies for their students, and 15.4% of the 306 programs provide this service. Over 50% of the teachers and referral agency personnel and over 25% of the tutors think that more students would participate if this service were available (Appendix C, Table C-5).

Students were asked 1) whether or not they had to miss class on occasion because they did not have a car and/or gas money, and 2) whether they knew some people who would like to come to class but could not because they did not have a car and/or gas money. Fewer than one-fourth,(16.3%) stated that they had to miss class

because of transportation problems; fewer than one fourth, 16.1%, stated that they knew students who could not get to class because of this. When the students' responses were divided into the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, over three times as many unemployed students had transportation difficulties as employed students (Appendix C, Table C-6 & Table C-6a).

Child care.

Child care provisions are made in only 10% of the 143 programs and 7.7% of the 306 programs. Over half of the teachers, one fourth of the tutors, and three fourths of the referral agency personnel believe that providing this service would increase participation (Appendix C, Table C-5).

Students were asked 1) whether or not they had to miss class on occasion because of child care problems, and 2) whether or not they knew some people who would like to come to class but could not because of child care problems. Less than 10% of the students stated that they had to miss class because of child care problems; 14.1% indicated that they knew students who would like to come to class but could not because of child care problems. When the students' responses were divided into the three categories of

employed, unemployed/not on public assistance, and unemployed/on public assistance, the unemployed students had more child care problems (Appendix C, Table C-6 & Table C-6a).

Location of classes or tutorials.

In the 306 programs, 100% of the classes or tutorials were held in public school buildings, while only 11.2% of the 143 programs' classes or tutorials were held in public school buildings. However, 33.3% of the 143 programs' classes or tutorials were in other public buildings, eg., libraries. More of the 143 programs' classes or tutorials were held in students' homes than in any other single place (Appendix C, Table C-3a).

Most of the teachers, tutors, students, and referral agency personnel agree that public school buildings or other public buildings are the best places for classes or tutorials (Appendix C, Table C-3a).

When the student responses were divided into the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, all three groups indicate a preference for public buildings. However, more unemployed students would like to have classes or tutorials in private buildings; whereas employed students preferred public

buildings (Appendix C, Table C-3b).

Times of day.

All of the 306 programs offer classes or tutorials in the evening while only 7% of the programs offer classes in the morning or afternoon. In the 143 programs, 80% offer morning classes or tutorials, 80% offer afternoon classes or tutorials, and 80% offer evening classes or tutorials. Teachers, tutors, students, and referral agency personnel all indicate a preference for evening classes. Over one-fourth of the referral agency personnel think that it is important to also offer classes in the morning and afternoon (Appendix C, Table C-7).

When the students' responses were divided into the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, all three groups indicated that evening classes were preferred. However, over one-fourth of all the unemployed students would like to have afternoon classes or tutorials and almost 25% of the unemployed/on public assistance students would like to have morning classes or tutorials (Appendix C, Table C-7a).

Day of week.

More of the 143 and 306 programs offer their classes or tutorials Monday through Thursday than

other days of the week. The 306 programs do not offer any classes or tutorials on Saturday or Sunday. Fifty percent of the 143 programs offer classes or tutorials on Saturday and 30% offer them on Sunday. Beginning of the week classes seem to be preferred by teachers, students, and referral agency personnel. More of the tutors preferred Saturday classes or tutorials than other days of the week (Appendix C, Table C-8). The responses of the employed, unemployed/not on public assistance, and unemployed/ on public assistance students indicate that Monday through Thursday classes or tutorials are preferred by all three groups (Appendix C, Table C-8a).

Times per week.

The 143 programs offer classes or tutorials an average of 2.3 times per week while the 306 programs offer them 2.4 times per week. Teachers, students, and referral agency personnel indicate that they classes or tutorials two times per week would maximize participation. Tutors think that more students would participate if the classes or tutorials met an average of 4.1 times per week (Appendix C, Table C-9). When student responses are separated in the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, all three groups indicate that an average

of 2 times per week is preferable (for more data see appendix C table C-9a).

Length of classes or tutorials.

Classes or tutorials in the 143 and 306 programs are an average of 3.1 hours long. Teachers feel that an average of 3.1 hour classes or tutorials would maximize participation; tutors think that an average of 1.7 hour classes or tutorials are best. The students and referral agency personnel indicate a preference for an average of approximately 2.5 hour classes would be best (Appendix C Table C-10).

When the student responses are separated into the categories of employed students, unemployed/not on public assistance students, and unemployed/on public assistance students, employed students on the average indicate a preference for shorter classes or tutorials than both groups of unemployed students (Appendix C Table C-10a).

Instructional Techniques.

Telephone conferences with teachers are offered by 60% of the 143 program. Thirty-one percent of the 306 programs offer this service to their students. Forty percent of the teachers, 47.8% of the tutors, and 71.7% of the referral agency personnel feel that providing telephone conferences would improve participation. Only 18.9% of the students indicate

that this would improve participation (Appendix C, Table C-11).

When student responses were divided into the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, more of the unemployed on public assistance students indicate that this is an important service which would improve participation (Appendix C, Table C-11a).

Regular classroom instruction is offered by 43% of the 143 programs, 90% offer one to one tutoring, and 30% offer combinations of both. Of the 306 programs, 84.6% offer regular classroom instruction, 92.4% offer one to one tutoring, and 76.9% offer combinations of both. Over half of the teachers, over one-fourth of the tutors, and three-fourths of the referral agency personnel believe that combinations of both regular instruction and one-to-one tutoring would be best. Over one-third,(36.5%) of the students would like more one to one tutoring, while 32.4% would like combinations of both (Appendix C, Table C-12).

When the student responses are separated into the three categories, more unemployed students, prefer one-to-one tutoring and more employed students prefer combinations of both (Appendix C, Table C-12a).

Video-taped lessons for students to use at home are provided by 20% of the 143 programs, 10% use

lessons from public TV, and 30% provide lessons on computers. None of the 306 programs provide video-taped lessons for students to use at home, 8.3% use lessons from public TV, and 53.8%, provide lessons on computers to their students (Appendix C, Table C-13).

Over one-third of the students, tutors, and referral agency personnel think that lessons on video-tape for home use would increase participation. Fifty percent of the teachers think that lessons on public TV would increase participation but only 13.5% of the students thought this would maximize participation (Appendix C, Table C-13).

Over one-third of the teachers and referral agency personnel and almost one-third (27%) of the students think that lessons on computer would maximize participation (Appendix C, Table C-13).

When student responses are separated into the three categories of employed, unemployed/not on public assistance, and unemployed/on public assistance, all three groups show a definite preference for video-taped lessons to use at home (Appendix C, Table C-13a).

About one-fourth of the employed students and unemployed not on public assistance students and over one-third of the unemployed/on public assistance students indicate that lessons on computer would

maximize participation (Appendix C, Table C-13a).

Of the unemployed students on public assistance, 19.2% think that lessons on public television would maximize participation. However, less than 10% of the unemployed not on public assistance students and less than 15% of the employed students felt this would maximize participation (Appendix C, Table C-13a).

Correspondence lessons would increase participation according to over 58% of the referral agency personnel, 41.9% of the students, and almost one-third of the teachers and tutors (Appendix C, Table C-14).

Supplies.

Administrators were asked whether they had an adequate supply of books, computer software, and audio visuals and video-taped lessons. One-hundred percent of the 306 and 143 programs stated that they had an adequate supply of books. However, only 11.1% of the 143 programs and 25% of the 306 programs stated that they had an adequate supply of computer software. And 11.1% of the 143 programs and 45.5% of the 306 programs stated that they had enough audio visuals and video-taped lessons.

REVIEW OF FINDINGS

Transportation or subsidies and child care provisions should be made to maximize participation. More unemployed students indicate that they had to miss class because of transportation and child care difficulties than employed students.

Public buildings are the preferred places for classes or tutorials. Evening classes or tutorials are preferred but responses indicate that some classes or tutorials should be offered in the morning and afternoon too. More unemployed students indicated a desire for some morning and afternoon classes or tutorials than employed students. Monday through Thursday are the preferred days for classes or tutorials. The classes or tutorials should meet approximately two times per week and last an average of 2.5 to 3 hours. Employed students indicate a preference for shorter classes or tutorials than unemployed students.

Teachers and referral agency personnel indicate that providing telephone conferences with teachers about lessons would improve participation. More of the unemployed students on public assistance indicate that this is an important service than the other two groups of students. Teachers, tutors, and referral agency personnel indicate that more

combinations of regular classroom instruction and one-to-one tutoring would be best. However, the students as a group indicate a preference for more one to one tutoring. More unemployed students prefer one-to-one tutoring than the employed students. Employed students prefer more combinations of both types of instruction. There is a strong preference for video-taped lessons for students to use at home. Lessons on public television, however, seem to be preferred by more teachers, tutors, and referral agency personnel than students. About 20% of the unemployed/on public assistance students indicate a preference for this type of instruction. Lessons on computer and correspondence lessons would also increase participation, according to referral agency personnel, students, teachers, and tutors.

The programs indicate a need for more computer software, audio visuals, and video-taped lessons. More of the 143 programs indicate needs for these items than the 306 programs.

Along with the responses to the items on the surveys, many participants included comments about their programs (Appendix D).

CHAPTER FIVE

DISSEMINATING FINDINGS

Objective five, to disseminate the findings among persons responsible for planning and implementing adult educational service programs, will be met when the final report is printed. Each of the program administrators who participated in this research project, the Pennsylvania Department of Education, AdvancE, the Center for Rural Pennsylvania, and Mansfield University will receive copies of the report of the findings. The Buzz, Pennsylvania's adult basic and literacy education dissemination newsletter, will receive an executive summary of this research proposal and an address where interested persons may request a copy of the final report to share with its readers.

CHAPTER SIX

SURVEY INSTRUMENT AND RESEARCH DESIGN

Objective six, to provide a survey instrument and research design which can be replicated, has been met. The surveys developed and used in this study were effective instruments for this research. In retrospect, we would make a few minor changes in content and wording. The following changes on the surveys are suggested to others wishing to replicate this study:

A. On the survey of administrators

1. Items 13, 14, 15 and 21--response categories should be changed from fractions to percentages (eg. one-fourth to 25%) to facilitate reporting
2. Item 19--item should be changed from "approximately what percentage" to "our students are referred from the following agencies (circle all that apply)." Eliminate percentages in response categories to facilitate response rates and reporting.
3. Include an item to determine if correspondence lessons are used.
4. Include an item to determine if programs have an adequate supply of

computer hardware.

B. Teacher and tutor surveys

1. Include items 22, 23, and 24 from administrator's survey of existing programs.

C. Student Surveys

1. Include an item to determine maximum miles they are willing to travel to class.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

This project has provided additional insight and important information on rural adult learners. Using the information received from this data, persons responsible for planning and implementing adult educational service programs in rural counties should be able to adapt their programs to better serve their rural students' needs.

This project identified delivery systems currently in use in the existing adult education programs in Pennsylvania's rural counties. It also identified 1) delivery systems preferred by students, teachers, and tutors in existing adult education programs, 2) delivery systems which contact persons in referral agencies believe would result in increased use of adult education services, and 3) delivery systems preferred by a) rural employed adults, b) rural unemployed adults not receiving public assistance, and c) rural unemployed adults receiving public assistance.

Administrators starting an adult education program in a rural area should identify the target population as different preferences exist in student target groups. For all student groups, public

buildings seem to be the best places for classes or tutorials. Monday through Thursday classes or tutorials which meet two times per week are the most preferred. Video-taped lessons for students to use at home are strongly recommended. (A collection of video tapes for adult education students has been compiled and is available through AdvancE at the Pennsylvania Department of Education.) Computer and correspondence lessons should also be made available to students.

If the target group contains more unemployed students, a greater need for transportation or subsidies and child care provisions may exist. Unemployed students also indicate a preference for some morning and afternoon classes or tutorials. They also indicate a preference for longer classes or tutorials (approximately three hours long) than employed students. Unemployed students on public assistance indicate that having the opportunity to have telephone conferences with the teachers about lessons and to use lessons on public television would improve participation. Unemployed students also would like to have more one-to-one tutoring.

If the target group contained more employed students, administrators should consider that employed students prefer shorter classes offered in

the evenings two times per week. They also prefer a combination of both one-to-one tutoring and regular classroom instruction.

Summary of Conclusions.

1. Identify target group.
2. Have classes two times per week.
3. Hold classes in public buildings.
4. Hold classes during the beginning of the week.
5. If necessary, move classes closer to students homes.
6. Provide video-taped lessons for students to use at home.
7. Provide more lessons on computer.

To maximize participation of rural adults in adult basic education programs, we recommend that alternative delivery systems be incorporated to improve accessibility of adult education to the different groups of employed and unemployed students.

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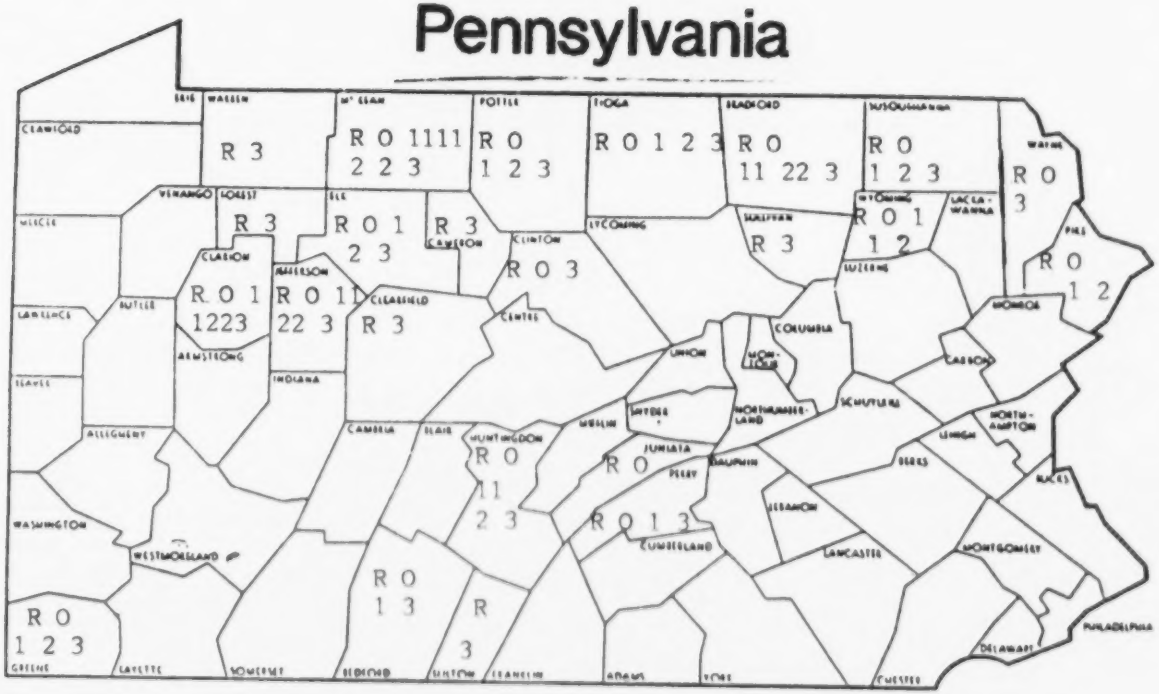
APPENDIX A

MAP

Pennsylvania



R = rural counties

O = rural counties with 143 and/or 306 programs (excluding work place or institutional sites)

1 = responded to initial survey

2 = responded to second survey

3 = referral agency/ies representing county responded

APPENDIX B

CORRESPONDENCE AND SURVEYS

Learning Resource Center
Mansfield University
Mansfield, PA 16933
January 10, 1989

mansfield University
MANSFIELD, PA 16933

Dear Colleague:

We are conducting a study to investigate the needs and preferences of rural adults in basic education programs to determine if alternative delivery systems would facilitate more participation. We have received funding under section 353 of the Adult Education Act. By determining preferred delivery systems, we, as adult educators, hope to be better able to serve more of our rural students.

This study contains three phases: 1) survey of program administrators to identify existing programs, 2) survey of teachers, tutors, and adult students, and 3) survey of referral agencies. We would like your assistance with this study and we will continue to contact you.

In order to obtain current information about the existing adult education programs, we ask for your professional assistance in completing the attached survey for each program you direct. This survey should take about 5 to 10 minutes to complete. To insure that the results of this study can be representative of the entire group, it is very important that each survey be completed and returned. Please return your completed survey by January 30, 1989.

Although you may decline the opportunity to participate in this study and your participation in no way affects your funding from PDE, I would emphasize that your response is very valuable to the study. Your responses will be completely confidential. Your comments about the study and survey are invited.

We know that your schedules are extremely busy and we deeply appreciate your willingness to give a few minutes of your time to this research. Thank you very much for your time and participation.

Sincerely,

Celeste Burns Sexauer

Celeste Burns Sexauer, Supervisor
Adult Basic Education Programs

Taunya Paul

Taunya Paul
Temporary Research Associate

Mansfield University is a member of the Pennsylvania State System of Higher Education

_____
PROGRAM

SURVEY OF ADMINISTRATORS OF EXISTING ADULT EDUCATION PROGRAMS

If you only offer workplace classes, please stop here and return the survey in the enclosed envelope.

PLEASE DO NOT INCLUDE WORKPLACE LITERACY CLASSES IN ANY RESPONSES

Type

1. We offer (circle all that apply)
   1 ABE CLASSES -- HOW MANY CLASSES? _____
   2 GED CLASSES -- HOW MANY CLASSES? _____
   3 ESL CLASSES -- HOW MANY CLASSES? _____
   4 COMBINED CLASSES -- HOW MANY CLASSES? _____

2. Approximately how many students do you serve? (fill in the blank)
   _____ STUDENTS
   NUMBER

3. Approximately how many teachers do you employ? (fill in the blank)
   _____ TEACHERS
   NUMBER

4. Approximately how many tutors do your programs have? (fill in the blank)
   _____ TUTORS
   NUMBER

Time

5. Classes are offered in the (circle all that apply)
   1 MORNING
   2 AFTERNOON
   3 EVENING

6. Classes are offered on (circle all that apply)
   1 MONDAY
   2 TUESDAY
   3 WEDNESDAY
   4 THURSDAY
   5 FRIDAY
   6 SATURDAY
   7 SUNDAY

7. Classes are _____ hours long. (circle all that apply)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 FIVE
   6 OTHER (PLEASE SPECIFY) _____

8. Classes are offered _____ time(s) per week.
(circle all that apply)
1 ONE
2 TWO
3 THREE
4 FOUR
5 FIVE
6 OTHER (PLEASE SPECIFY) _____

Location

9. Classes are offered in (circle one)
1 PUBLIC SCHOOL BUILDINGS
2 OTHER PUBLIC BUILDINGS
3 PRIVATELY OWNED BUILDINGS
4 BOTH PUBLIC AND PRIVATE BUILDINGS

10. On the average, students travel _____ miles to get to class. (circle one)
1 NONE
2 FEWER THAN FIVE
3 FIVE TO TEN
4 ELEVEN TO TWENTY
5 MORE THAN TWENTY

Services

11. Are provisions made for child care services for students while they are in class. (circle one)
1 YES
2 NO
If you checked 1, list the percentage of students who use the services. _____% percent

12. Transportation or subsidy is provided to _____ students to bring them to class. (circle one)
1 ALL STUDENTS
2 SOME STUDENTS
3 NO STUDENTS
If you checked 1 or 2, list below all sources of funding for transportation _____
_____
_____

Instructional Techniques

13. Traditional classroom instruction is provided to the students. (circle one)
1 NONE OF THE TIME
2 ABOUT ONE FOURTH OF THE TIME
3 ABOUT ONE HALF OF THE TIME
4 ABOUT THREE FOURTHS OF THE TIME
5 ALL OF THE TIME

14. Individual or small group tutoring is provided for the students. (circle one)
    1 NONE OF THE TIME
    2 ABOUT ONE FOURTH OF THE TIME
    3 ABOUT ONE HALF OF THE TIME
    4 ABOUT THREE FOURTHS OF THE TIME
    5 ALL OF THE TIME

15. We provide lessons on computer for students. (circle one)
    1 NONE OF THE TIME
    2 ABOUT ONE FOURTH OF THE TIME
    3 ABOUT ONE HALF OF THE TIME
    4 ABOUT THREE FOURTHS OF THE TIME
    5 ALL OF THE TIME

16. We provide lessons on video tape for students to use at home. (circle one)
    1 YES
    2 NO

17. We offer telephone conferences about lessons with the students. (circle one)
    1 YES
    2 NO

18. We use publicly broadcasted televised lessons with students. (circle one)
    1 YES
    2 NO

Referral Agencies

19. Approximately what percentage of your students are referred from the following agencies. (give a percentage for each agency)
    1 PUBLIC ASSISTANCE AGENCY _____% percent
    2 JOB TRAINING PROGRAM _____% percent
    3 UNEMPLOYMENT AGENCY _____% percent
    4 OTHER (please specify) _____ _____%
    AGENCY PERCENT
    _____ _____%
    AGENCY PERCENT

20. Approximately how many students in your classes are receiving public assistance? (circle one)
    1 NONE
    2 ABOUT ONE FOURTH
    3 ABOUT ONE HALF
    4 ABOUT THREE FOURTHS
    5 ALL

21. Approximately how many of your students are employed? (circle one)
    1 NONE
    2 ABOUT ONE FOURTH
    3 ABOUT ONE HALF
    4 ABOUT THREE FOURTHS
    5 ALL

Supplies

22. Do you have an adequate supply of books for all classes? (circle one)
    1 YES
    2 NO

23. Do you have an adequate supply of audio visual and video taped lessons for all classes? (circle one)
    1 YES
    2 NO

24. Do you have an adequate supply of computer software for all classes? (circle one)
    1 YES
    2 NO

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. IF YOU WOULD LIKE TO MAKE ANY COMMENTS WHICH WILL HELP US WITH THIS RESEARCH PROJECT, PLEASE DO SO BELOW.

Please return this survey in the enclosed envelope.

Learning Resource Center
Mansfield University
Mansfield, PA 16933
March 2,1989

mansfield University
MANSFIELD, PA 16933

Dear Colleague:

Please accept our sincere thanks for your willingness to assist with our research on the needs and preferences of rural adults in basic education programs. Enclosed are the last forms which will require your assistance. As we indicated to you in our letter of January 10, 1989, the purpose of our study is to determine if alternative delivery systems would facilitate more participation.

We are now in the second phase of our study which involves surveying teachers, tutors, and adult students to determine their preferences as far as delivery systems are concerned. In order to obtain this information, we ask for your assistance in distributing the enclosed surveys to your teachers, tutors and students. To ensure that the results of this study can be representative of the entire group, it is very important that the surveys be completed and returned. Please return your group of completed surveys by March 31, 1989.

Although you may decline the opportunity to participate in this study and your participation in no way affects your funding from PDE, I would emphasize that these responses are very valuable to the study. The responses will be completely confidential. Comments about the study and survey are invited.

We know that the schedules of you and your staff and students are extremely busy and we deeply appreciate the willingness of all of you to give a few minutes of your valuable time to this research. Thank you very much for your time and participation.

Sincerely,

Celeste Burns Sexauer

Celeste Burns Sexauer, Supervisor
Adult Basic Education Programs

Taunya Paul

Taunya Paul
Research Associate

Mansfield University is a member of the Pennsylvania State System of Higher Education

_____
PROGRAM

We have surveyed the administrators of your programs to find out how your program operates. We would like to know what improvements, if any, you think would result in maximum participation of adult students in your programs. If you feel that no improvements in your existing program can be made, please circle the NO IMPROVEMENTS POSSIBLE choice.

SURVEY OF TEACHERS

Type

1. I teach (circle one)
   1 ABE CLASS(ES)
   2 GED CLASS(ES)
   3 ESL CLASS(ES)
   4 COMBINED CLASS(ES)
   5 MORE THAN ONE TYPE OF CLASS

2. I am a (circle one)
   1 VOLUNTEER
   2 PAID EMPLOYEE

Time

3. I think that more students would participate if our classes were in the (circle all that apply)
   1 MORNING
   2 AFTERNOON
   3 EVENING
   4 NO IMPROVEMENTS POSSIBLE

4. I think that more students would participate if our classes were on (circle all that apply)
   1 MONDAY
   2 TUESDAY
   3 WEDNESDAY
   4 THURSDAY
   5 FRIDAY
   6 SATURDAY
   7 SUNDAY
   8 NO IMPROVEMENTS POSSIBLE

5. I think that more students would participate if the classes were _____ hours long. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 FIVE
   6 OTHER (PLEASE SPECIFY) _____
   7 NO IMPROVEMENTS POSSIBLE

6. I think that more students would participate if the classes met _____ times per week. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 FIVE
   6 OTHER (PLEASE SPECIFY) _____
   7 NO IMPROVEMENTS POSSIBLE

Location

7. What locations would be accessible to more students? (circle one)
   1 PUBLIC SCHOOL BUILDINGS
   2 OTHER PUBLIC BUILDINGS
   3 PRIVATELY OWNED BUILDINGS
   4 STUDENTS' HOUSES
   5 OTHER (PLEASE SPECIFY)_____
   6 NO IMPROVEMENTS POSSIBLE

8. What is the maximum number of miles you think students would travel to get to class? (circle one)
   1 0 - 10
   2 11 - 20
   3 21 - 30
   4 31 - 40
   5 41 - 50
   6 51 - ABOVE

Services

9. I think that more students would participate if the program provided (circle all that apply)
   1 CHILD CARE
   2 TRANSPORTATION
   3 SUBSIDIZED TRAVEL COSTS
   4 NO IMPROVEMENTS POSSIBLE

Instructional Techniques

10. I think that we would improve student participation if the program (circle all that apply)
   1 OFFER MORE REGULAR CLASSROOM INSTRUCTION
   2 OFFER MORE ONE ON ONE TUTORING FOR ALL LESSONS
   3 OFFER MORE COMBINATIONS OF CLASSROOM AND TUTORIAL INSTRUCTION
   4 NO IMPROVEMENTS POSSIBLE

11. I think that it would improve student participation if the program offered (circle all that apply)
   1 VIDEO-TAPED LESSONS TO DO AT HOME
   2 VIDEO-TAPED LESSONS TO DO IN THE CLASSROOM
   3 LESSONS FOR STUDENTS TO DO ON A COMPUTER
   4 SUPPORT LESSONS FOR USE WITH ADULT EDUCATION TELEVISION LESSONS BROADCAST ON PUBLIC TELEVISION
   5 NO IMPROVEMENTS POSSIBLE

12. I think that it would improve student participation if we had a time between class meetings for students to talk to the teachers about the lessons over the phone. (circle one)
    1 YES
    2 NO
    3 NO IMPROVEMENTS POSSIBLE

13. I think that it would improve student participation if we provided correspondence lessons for students to do at home? (circle one)
    1 YES
    2 NO
    3 NO IMPROVEMENTS POSSIBLE

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. IF YOU WOULD LIKE TO MAKE ANY COMMENTS WHICH WILL HELP US WITH THIS RESEARCH PROJECT, PLEASE DO SO BELOW.

Please return this survey and the students surveys in the enclosed envelope.

_____
PROGRAM

We have surveyed the administrators of your programs to find out how your program operates. We would like to know what improvements, if any, you think would result in maximum participation of adult students in your programs. If you feel that no improvements in your existing program can be made, please circle the NO IMPROVEMENTS POSSIBLE choice.

SURVEY OF TUTORS

Type

1. I tutor (circle all that apply)
   1 ABE STUDENT(S)
   2 GED STUDENT(S)
   3 ESL STUDENT(S)

2. I am a (circle one)
   1 VOLUNTEER
   2 PAID EMPLOYEE

Time

3. I think that more students would participate if tutoring was available in the (circle all that apply)
   1 MORNING
   2 AFTERNOON
   3 EVENING
   4 NO IMPROVEMENTS POSSIBLE

4. I think that more students would participate if tutoring was available on (circle all that apply)
   1 MONDAY
   2 TUESDAY
   3 WEDNESDAY
   4 THURSDAY
   5 FRIDAY
   6 SATURDAY
   7 SUNDAY
   8 NO IMPROVEMENTS POSSIBLE

5. I think that more students would participate if tutoring sessions were _____ hours long. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 FIVE
   6 OTHER (PLEASE SPECIFY) _____
   7 NO IMPROVEMENTS POSSIBLE

6. I think that more students would participate if tutoring sessions were _____ times per week. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 FIVE
   6 OTHER (PLEASE SPECIFY) _____
   7 NO IMPROVEMENTS POSSIBLE

Location

7. What locations would be accessible to more students? (circle one)
   1 PUBLIC SCHOOL BUILDINGS
   2 OTHER PUBLIC BUILDINGS
   3 PRIVATELY OWNED BUILDINGS
   4 STUDENTS' HOUSES
   5 OTHER (PLEASE SPECIFY)_____
   6 NO IMPROVEMENTS POSSIBLE

8. What is the maximum number of miles you think students would travel to be tutored? (circle one)
   1 0 - 10
   2 11 - 20
   3 21 - 30
   4 31 - 40
   5 41 - 50
   6 51 - ABOVE

Services

9. I think that more students would participate if the program provided (circle all that apply)
   1 CHILD CARE
   2 TRANSPORTATION
   3 SUBSIDIZED TRAVEL COSTS
   4 NO IMPROVEMENTS POSSIBLE

Instructional Techniques

10. I think that we would improve student participation if the program (circle all that apply)
   1 OFFER MORE REGULAR CLASSROOM INSTRUCTION
   2 OFFER MORE ONE ON ONE TUTORING FOR ALL LESSONS
   3 OFFER MORE COMBINATIONS OF CLASSROOM AND TUTORIAL INSTRUCTION
   4 NO IMPROVEMENTS POSSIBLE

11. I think that it would improve student participation if the program offered (circle all that apply)
   1 VIDEO-TAPED LESSONS TO DO AT HOME
   2 LESSONS FOR STUDENTS TO DO ON A COMPUTER
   3 SUPPORT LESSONS FOR USE WITH ADULT EDUCATION LESSONS BROADCAST ON PUBLIC TELEVISION
   3 NO IMPROVEMENTS POSSIBLE

12. I think that it would improve student participation if we had a time between tutoring meetings for students to talk to the tutors about the lessons over the phone. (circle one)
    1 YES
    2 NO
    3 NO IMPROVEMENTS POSSIBLE

13. I think that it would improve student participation if we provided correspondence lessons for students to do at home? (circle one)
    1 YES
    2 NO
    3 NO IMPROVEMENTS POSSIBLE

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. IF YOU WOULD LIKE TO MAKE ANY COMMENTS WHICH WILL HELP US WITH THIS RESEARCH PROJECT, PLEASE DO SO BELOW.

Please return this survey and the students surveys in the enclosed envelope.

STUDENT SURVEY

Which of the following services do you think would make it easier for you or other students to make it to class? (check all that would help)

_____ Classes closer to home

_____ Lessons to do at home

_____ A tutor to help with lessons

_____ Morning classes

_____ Afternoon classes

_____ Evening classes

_____ Weekend classes

_____ Teacher teaching lessons

_____ Lessons on computer

_____ Lessons on public television

_____ Lessons on video tape to use at home

_____ Talk to teacher by telephone about lessons

_____ One on one or small group tutoring

_____ Have classes in my home or a friends home

_____ Have classes in a public building like a school

I would like to have my class on (circle all that apply)
1 MONDAY
2 TUESDAY
3 WEDNESDAY
4 THURSDAY
5 FRIDAY
6 SATURDAY
7 SUNDAY

I would like classes to be _____ times a week. (circle one)
1 ONE (1)
2 TWO (2)
3 THREE (3)
4 FOUR (4)
5 OTHER (PLEASE NAME) _____

I would like classes to be _____ hours long. (circle one)
1 ONE (1)
2 TWO (2)
3 THREE (3)
4 FOUR (4)
5 OTHER (PLEASE NAME) _____

Sometimes I have to miss class because I have baby sitting problems. (circle one)
1 YES
2 NO

I know some people who would like to come to class but can't because of baby sitting problems. (circle one)
1 YES
2 NO

Sometimes I have to miss class because I do not have a car or gas money to come to class. (circle one)
1 YES
2 NO

I know people who would like to come to class but do not have car or gas money to get there. (circle one)
1 YES
2 NO

I am (circle one)
1 STUDYING TO TAKE THE GED TEST
2 WORKING ON BASIC SKILLS
3 STUDYING ENGLISH AS A SECOND LANGUAGE

I am employed. (circle one)
1 YES
2 NO

I receive public assistance. (circle one)
1 YES
2 NO

THANK YOU VERY MUCH FOR YOUR TIME. IF YOU WOULD LIKE TO MAKE ANY COMMENTS WHICH WILL HELP US WITH THIS RESEARCH PROJECT, PLEASE DO SO BELOW.

Learning Resource Center
Mansfield University
Mansfield, PA 16933
March 8, 1989

mansfield university
MANSFIELD, PA 16933

Dear Human Service Provider,

Mansfield University has received funding under section 353 of the Adult Education Act to conduct a study for the Pennsylvania Department of Education. This study will investigate the needs and preferences of rural adults in basic education programs to determine if alternative delivery systems would facilitate more participation. By determining preferred delivery systems, we hope to make services more accessible for our rural students.

This study contains three phases: 1) survey of adult education program administrators to identify existing programs, 2) survey of teachers, tutors, and adult students, and 3) survey of key personnel in referral agencies. We are currently at phase three and would like to ask for your professional assistance.

We would like to know your ideas about prospective adult students you could refer to the adult education programs in your area. We want to know what improvements, if any, we could make in our adult education programs that would maximize participation of adult students in these programs.

In order to obtain this information, we ask for your professional assistance in completing the attached survey. This survey should take about 5 minutes to complete. To ensure that the results of this study can be representative of the entire group of referral agencies, it is very important that each survey be completed and returned. Please return your completed survey in the enclosed envelope by April 5, 1989.

Although you may decline the opportunity to participate in this study, we would emphasize that your response is very valuable to the study. Your response will be completely confidential. Your comments about the study and survey are invited.

We know that your schedules are extremely busy and we deeply appreciate your willingness to give a few minutes of your time to this research. Thank you very much for your time and participation.

Sincerely,

Celeste Burns Sexauer, Supervisor
Adult Basic Education Programs

Taunya Paul
Research Associate

_____

COUNTY

SURVEY OF REFERRAL AGENCY PERSONNEL

1. Approximately how many students did your agency refer to adult education programs in 1988? (circle one)
   1 0
   2 1 - 5
   3 6 - 10
   4 11 - 15
   5 16 - 20
   6 MORE THAN 20

2. We have referred students to (circle all that apply)
   1 NO CLASSES
   2 ADULT BASIC EDUCATION CLASSES
   3 ENGLISH AS A SECOND LANGUAGE CLASSES
   4 GED CLASSES
   5 JTPA OR OTHER WORK RELATED PROGRAMS
   6 INDIVIDUAL TUTORIAL PROGRAMS

3. I think that more students would participate in adult education programs if the classes were in the (circle all that apply)
   1 MORNING
   2 AFTERNOON
   3 EVENING

4. I think that more students would participate in adult education programs if the classes were on (circle all that apply)
   1 MONDAY
   2 TUESDAY
   3 WEDNESDAY
   4 THURSDAY
   5 FRIDAY
   6 SATURDAY
   7 SUNDAY

5. I think that more students would participate in adult education programs in the classes were _____ hours long. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 OTHER (PLEASE SPECIFY) _____

6. I think that more students would participate in adult education programs if the classes met _____ time(s) per week. (circle one)
   1 ONE
   2 TWO
   3 THREE
   4 FOUR
   5 OTHER (PLEASE SPECIFY) _____

7. Which locations would be more accessible to more students? (circle all that apply)
   1 PUBLIC SCHOOL BUILDINGS
   2 OTHER PUBLIC BUILDINGS (PLEASE SPECIFY)
   _____ _____
   _____ _____
   3 PRIVATELY OWNED BUILDINGS (PLEASE SPECIFY)
   _____ _____
   _____ _____
   4 OTHER (PLEASE SPECIFY) _____

8. What is the maximum number of miles you think students would travel to get to class? (circle one)
   1 0 - 10
   2 11 - 20
   3 21 - 30
   4 31 - 40
   5 41 - 50
   6 51 - ABOVE

9. I think that more students would participate in adult education programs if the programs provided (circle all that apply)
   1 CHILD CARE
   2 TRANSPORTATION
   3 SUBSIDIZED TRAVEL COSTS
   4 OTHER (PLEASE SPECIFY)_____

10. I think that more students would participate in adult education programs if the programs (circle all that apply)
   1 OFFER MORE REGULAR CLASSROOM INSTRUCTION
   2 OFFER MORE ONE ON ONE TUTORING FOR LESSONS
   3 OFFER MORE COMBINATIONS OF CLASSROOM AND TUTORIAL INSTRUCTION

11. I think that more students would participate in adult education programs if the programs offered (circle all that apply)
   1 VIDEO-TAPED LESSONS TO DO AT HOME
   2 VIDEO-TAPED LESSONS TO DO IN THE CLASSROOM
   3 LESSONS FOR STUDENTS TO DO ON A COMPUTER
   4 LESSONS TO GO ALONG WITH PUBLICLY BROADCASTED ADULT EDUCATION PROGRAMS
   5 NEWSPAPER LESSONS
   6 OTHER (PLEASE SPECITY) _____

12. I think that more students would participate in adult education programs if the programs had a time between class meetings for students to talk to the teachers about the lessons over the phone. (circle one)
    1 YES
    2 NO

13. I think that more students would participate in adult education programs if the programs provided correspondence lessons for students to do at home? (circle one)
    1 YES
    2 NO

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. IF YOU WOULD LIKE TO MAKE ANY COMMENTS WHICH WILL HELP US WITH THIS RESEARCH PROJECT, PLEASE DO SO BELOW.

Please return this survey in the enclosed envelope.

APPENDIX C

TABLES

Table C-1

DEMOGRAPHICS (STUDENTS)

	All Students	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
GED	57.4%	51.2%	62.9%	73.9%
ABE	41.1%	47.6%	34.2%	26.1%
ESL	1.4%	1.2%	2.9%	0%
Employed	60.0%			
Unemployed	40.0%			
On Public Assistance	21.3%			

Table C-2

DEMOGRAPHICS (CLASSES)

	143	306
ABE classes	60.0%	53.8%
GED classes	20.0%	38.5%
ESL classes	0%	0%
Combined classes	10.0%	23.1%

Table C-3

EXISTING AND PREFERRED PLACES FOR CLASSES

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Public school building	11.1%	100%	32.0%	20.0%	31.1%	82.1%
Other public building	33.3%	0%	4.0%	35.0%	31.1%	23.2%
Private building	11.1%	0%	0%	0%	0%	8.9%
Students' homes	44.4%	0%	12.0%	5.0%	11.5%	

Table C-3a

STUDENT'S PREFERRED PLACES FOR CLASSES

	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Public buildings	25.6%	38.5%	42.3%
Private buildings	7.8%	15.4%	15.4%

Table C-4

AVERAGE NUMBER OF MILES STUDENTS TRAVEL

	143	306
0 - 10	0%	0%
11 - 20	10.0%	30.8%
21 - 30	50.0%	30.8%
31 - 40	40.0%	30.8%
41 - 50	0%	7.7%
51 +	0%	0%

Table C-4a

MAXIMUM NUMBER OF MILES STUDENTS WOULD TRAVEL TO CLASSES

	Teachers	Tutors	Referral Agencies
0 - 10	20.8%	63.6%	46.4%
11 - 20	50.0%	22.7%	37.5%
21 - 30	25.0%	9.1%	14.3%
31 - 40	0%	0%	0%
41 - 50	0%	0%	1.8%
51 +	4.2%	4.5%	0%

34.5% of the students indicated that having classes closer to home would make it easier for them or other students to participate in classes.

Table C-5

EXISTING AND PREFERRED SERVICES

	Existing Programs		Preferred Programs		
	143	306	Teachers	Tutors	Referral Agencies
Child care	10.0%	7.7%	68.0%	39.1%	76.8%
Transportation or subsidy	40.0%	15.4%	56.0%	37.0%	70.6%

Table C-6

STUDENTS' CHILD CARE OR TRANSPORTATION PROBLEMS

	All	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Child care problems	8.6%	7.3%	11.4%	13.0%
Transportation problems	16.3%	12.2%	21.9%	23.8%

Table C-6a

STUDENTS WHO KNOW SOMEONE WHO WOULD LIKE TO COME TO CLASS BUT COULD NOT BECAUSE OF CHILD CARE OR TRANSPORTATION PROBLEMS

	All	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Child care problems	14.2%	13.9%	9.1%	22.7%
Transportation problems	16.1%	8.6%	26.5%	27.3%

Table C-7

EXISTING AND PREFERRED TIME OF DAY FOR CLASSES

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Morning	80.0%	7.0%	8.0%	8.3%	13.5%	39.3%
Afternoon	80.0%	7.0%	8.0%	4.2%	17.6%	39.3%
Evening	80.0%	100.0%	12.0%	20.8%	42.6%	67.9%

Table C-7a

STUDENT'S PREFERRED TIME OF DAY FOR CLASSES

	Employed	Unemployed Not on Public Assistance	Unemployed On Public Assistance
Morning	11.1%	15.4%	23.1%
Afternoon	14.4%	20.5%	26.9%
Evening	41.1%	48.7%	38.5%

Table C-8

EXISTING AND PREFERRED DAY OF WEEK FOR CLASSES

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Monday	100.0%	76.9%	24.0%	4.2%	48.6%	48.2%
Tuesday	80.0%	61.5%	24.0%	4.2%	48.0%	69.6%
Wednesday	100.0%	53.8%	24.0%	4.2%	45.9%	67.9%
Thursday	70.0%	53.8%	20.0%	8.3%	43.2%	69.6%
Friday	60.0%	7.7%	4.0%	4.2%	18.2%	39.3
Saturday	50.0%	0.0%	8.0%	12.5%	2.7%	30.4%
Sunday	30.0%	0.0%	4.0%	4.2%	2.0%	16.1%

Table C-8a

STUDENT'S PREFERRED DAY OF WEEK FOR CLASSES

	Employed	Unemployed Not on Public Assistance	Unemployed On Public Assistance
Monday	50.0%	46.2%	38.5%
Tuesday	46.7%	51.3%	57.7%
Wednesday	41.1%	56.4%	42.3%
Thursday	36.7%	53.8%	57.7%
Friday	12.2%	25.6%	23.1%
Saturday	2.2%	0%	7.7%
Sunday	2.2%	0%	3.8%

Table C-9

EXISTING AND PREFERRED AVERAGE TIMES PER WEEK CLASSES HELD

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Times per week	2.3	2.4	2.2	4.1	2.1	2.1

Table C-9a

STUDENT'S PREFERRED TIMES PER WEEK CLASSES SHOULD BE HELD

	Employed	Unemployed	Unemployed
Times	2.1	2.2	2.1

Table C-10

EXISTING AND PREFERRED LENGTH OF CLASSES

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Average Hours	3.1	3.1	3.1	1.7	2.6	2.4

Table C-10a

STUDENT'S PREFERRED LENGTH OF CLASSES

	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Average Hours	2.5	2.7	2.9

Table C-11

EXISTING AND PREFERRED USE OF TELEPHONE CONFERENCES

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Yes	60.0%	31.0%	40.0%	47.8%	18.9%	71.7%

Table C-11a

	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Yes	17.8%	17.9%	26.9%

Table C-12

EXISTING AND PREFERRED MODES OF INSTRUCTION

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Regular classroom instruction	40.0%	84.2%	12.0%	17.4%	29.1%	10.7%
One to one tutoring	90.0%	92.4%	24.0%	13.0%	36.5%	33.9%
Combinations of both	30.0%	76.9%	53.0%	39.1%	32.4%	75.0%

Table C-12a

STUDENT'S PREFERRED MODES OF INSTRUCTION

	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Regular classroom instruction	23.3%	30.8%	42.3%
One to one tutoring	31.3%	46.2%	42.3%
Combinations of both	34.4%	25.6%	38.5%

Table C-13

EXISTING AND PREFERRED TECHNOLOGY FOR INSTRUCTION

	Existing Programs		Preferred Programs			
	143	306	Teachers	Tutors	Students	Referral Agencies
Video-taped lessons for home	20.0%	0%	28.0%	39.1%	36.5%	42.9%
Lessons on public TV	10.0%	8.3%	50.0%	34.8%	13.5%	30.4%
Lessons on computer	30.0%	53.8%	36.0%	21.7%	27.0%	37.5%

Table C-13a

STUDENT'S PREFERRED TECHNOLOGY FOR INSTRUCTION

	Employed	Unemployed Not on Public Assistance	Unemployed on Public Assistance
Video-taped lessons for home	40.0%	38.8%	34.6%
Lessons on public TV	13.3%	7.7%	19.2%
Lessons on computer	24.4%	25.6%	34.6%

Table C-14

PREFER CORRESPONDENCE LESSONS

Preferred Programs

	Teachers	Tutors	Students	Referral Agencies
Yes	28.0%	28.6%	41.9%	58.5%

APPENDIX D

COMMENTS

COMMENTS MADE BY SURVEY PARTICIPANTS

- more flexibility as to time for classes or tutorials
- classes or tutorials in public school buildings
- more individualized instruction
- more efforts toward publicity-- advertising, posters, talks, radio, billboards, and television
- more video taped lessons
- more computer software and hardware
- more training for tutors
- give tutors access to more materials
- more visual aides
- prompt dissemination of funding
- provisions for child care while students are in classes
- provisions for transportation or subsidies or carpooling
- more teachers in the classroom to provide extra help
- all positive comments about teachers and tutors